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ABSTRACT

This report describes the development and effectiveness of a manual created for use in developing state plans for vocational education. The task of developing the manual involved six kinds of activities, including the selection and use of an advisory committee, utilization of a technical review panel, and assessment of the manual. Topics covered in the manual as finally approved include the following: the need to improve state plans for vocational education, the planning process, planning for the preparation and submission of state plans for vocational education, and using employment data in vocational education planning. Pre- and post-tests on the manual's contents were given to two groups of nine persons. One group consisted of staff members from two state divisions of vocational education, while the second was composed of local vocational education directors and planners. The results showed that both groups made significant gains in their knowledge about state plan development after reading the manual. (The appendix comprises three-fourths of this report and includes a list of the project consultants, advisory committee members, and technical advisory panel members; an abstract of the manual's contents; and the pre- and post-test with instructions and answer key. The manual itself is available in ERIC as ED 164 798.) (EM)

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FINAL REPORT

IMPROVING STATE VOCATIONAL EDUCATION PLANNING

A MANUAL FOR DEVELOPING STATE PLANS

CE 018 800

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DEVELOPING STATE PLANS FOR VOCATIONAL EDUCATION

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1978

A Final Report
On A Project Conducted Under
Contract No. EW-400-77-0056

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U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

PROBLEM

The need for improved state planning in vocational education has been clear for some time. The Education Amendments of 1976 have made that need explicit. Many states, however, do not have trained educational planners on their staffs and are not in a position to recruit such persons given the current funding levels available for the administration of vocational education. Thus, tools and materials need to be produced to assist current staffs of state divisions of vocational education improve their capacity to respond to present and emerging planning requirements.

The National Institute of Education, in response to the need of states for planning materials, requested the National Center for Research in Vocational Education to produce and disseminate a manual for use in developing state plans for vocational education which would be responsive to the Education Amendments of 1976. The National Center responded to this request and a contract was approved for a scope of work to begin July 1, 1977 and to terminate on June 30, 1978.

PROCEDURES

The overall task of developing the manual involved six kinds of activities: a) selection and utilization of a panel of consultants to provide advice to project staff in the formulation of a preliminary outline for the content of the manual; b) selection and utilization of an advisory committee which would recommend a content and format for the manual for approval by the project officer, and whose members would subsequently take part in the formative assessment of the manual; c) selection of authors for the manual; d) selection and utilization of a technical review panel to assure the accuracy and completeness of the content of the manual; e) the conduct of a formative

assessment of the manual; and, f) the conduct of a summative assessment of the manual. This assessment involved additional in-house and external reviews of the manual and its revisions, and a formal assessment of the manual as required for submission to and approval by, the Joint Dissemination Review Panel.

The National Institute of Education was mindful of the fact that the credibility and usefulness of the manual would be enhanced if knowledgeable persons in the states advised, reacted, and contributed to the development of the content and format of the manual. With guidance and approval from the sponsor, project staff selected a panel of consultants, a project advisory committee, and a technical review panel whose memberships included persons recognized for their expertise in state plan formulation and/or vocational education planning. Appendix A contains the membership and the respective responsibilities of each group.

The manual's content as finally approved by the advisory panel and the sponsor included the following topics:

- the need to improve state plans for vocational education
- federal legislation resulting from the perceived need to improve state plans
- an overview of the contents of the five-year state plan and the annual program plan and accountability report
- maximizing the involvement of non-vocational educators in developing state plans
- preparatory activities in developing the content of state plans for vocational education
- the planning process
    - context assessment
    - needs assessment

- . formulating goals and objectives
- . priority setting

. planning for the preparation and submission of state plans for vocational education

. using employment data in vocational education planning

. sources of information useful for developing state plans for vocational education

The format of the manual consists of an introduction, three chapters, and appendices. The introduction describes the purpose and design of the manual, the audiences to whom the manual is directed, the topics covered, and limitations of the manual. Chapter I, "The Context for the Development of State Plans for Vocational Education," provides a frame of reference for current efforts by the states to develop more systematic and comprehensive state plans than at any time in the past. Chapter II, "Developing the Context of State Plans for Vocational Education," contains a wide array of information about the process of developing state plans for vocational education and is based primarily on experiences which were encountered by states as they developed the first five-year state plan for vocational education as required by the Education Amendments of 1976. Chapter III, "Preparing State Plans for Vocational Education," describes a number of concerns which need to be dealt with in order to prepare state plan documents in a timely manner.

Limitations of the Manual

The content which is found in this manual is not complete with respect to all of the topics which could have been included for their usefulness to the manual's audiences. The topics which are found in the manual are those which were given the highest priority for inclusion by the project's panel of consultants and advisory committee.

The content of the manual will contain approaches and alternatives to state plan development and preparation which will not be acceptable to all of the manual's users. The approaches and alternatives which are presented have not been subjected to empirical assessment and found to be "best practices." Rather, the approaches and alternatives which were presented represent practices in the development of state plans for vocational education which some states have found to work well for them or represent "conventional wisdom."

The National Center for Research in Vocational Education is currently engaged in projects which have direct applicability to state planning and evaluation and to the preparation of state plan documents. For example, one project of the National Center deals with alternative data analyses and display procedures for use in state planning; another project deals with the identification of competencies needed by planners, and the design of competency-based instructional packages. The publications which result from the National Center efforts which relate to state planning and evaluation should extend and enhance the usefulness of this manual.

Neither the U.S. Office of Education nor the National Institute of Education sanction this manual as an alternative to the Education Amendments of 1976, Title II, or the Rules and Regulations for Vocational Education, State Programs and Commissioner's Discretionary Programs (Federal Register, 1977) as the legal basis for state plan submission and approval.

An abstract of the contents of the manual was prepared and included in the manual. This abstract should enable the reader to determine which sections of the manual are appropriate to his/her needs. The abstract of the manual is found in Appendix B of this final report of the project.

OUTCOMES

Manual

All planned activities leading to the development of the manual were completed in a timely manner. The manual, in its final draft form, was submitted to the project officer for a technical review. Minor editorial changes were subsequently made based on additional informal review by persons within the National Center and by members of the Maryland State Advisory Council for Vocational Education. The final version of the manual is expected to be available for distribution in late August.

Evaluation of the Manual

The final draft of the manual was submitted to two groups of nine persons. One group consisted of persons on the staffs of two state divisions of vocational education (West Virginia and Florida) who were active in, or familiar with, preparing state plans. The second group consisted of nine local vocational education directors and planners who were at least familiar with state plans. The names of the participants and their affiliations are presented in Appendix C.

It was originally intended to submit the manual to a third group consisting of nine staff members of the National Center who were unfamiliar with state plans and planning. A number of these persons reported that they simply guessed at the items on the pre-test. Thus, it was decided that post-test administration would most likely result in spuriously high gains from reading the manual, since this group would be starting from a zero knowledge base and would be quite atypical of the intended audience. Consequently, this group was dropped from the study.

Each of the two groups used to evaluate the manual was given a multiple-choice test based upon the content of the manual. Appendix D contains copies of the pre- and post-tests, instructions for completing the tests, and answer keys. The pre- and post-tests were sent to each participant in the evaluation by mail and returned by mail. After completion and return of the pre-test, each subject was sent the post-test and the manual and asked to read the manual and use it for completing the post-test. The post-test was returned by mail.

The use of a control group which would take the post-test, engage in some neutral intervening activity, and then take the post-test, was considered and rejected. There are no logical grounds for assuming that the content of the manual could be learned in any way other than by reading the manual except by a deliberate, exhaustive, and time consuming review of the literature, which we assume no one did. Consequently, there was no reason to utilize a control group; it could be safely assumed that there would have been no real gains from the completion of the pre- to the post-test.

For each group, the null hypothesis was tested that the mean pre-test score did not differ from the mean post-test score. The t-test was used for this purpose. For the group of State staff persons the pre-test mean was 21.63 and the post-test mean was 41.88, resulting in a mean gain of 20.25 points. The t-value was 9.20 which was significant at a confidence level of less than .0005. For the group of local staff persons the pre-test mean was 18.56 and the post-test mean was 34.12, yielding a difference of 15.56. The t-value was 4.74 which was significant at a confidence level of less than .001. Thus, both groups made statistically significant gains after reading the manual.

The difference scores of the state and local personnel were compared to determine whether one group had gained significantly more than the other. The mean for the state staff group was 20.25 and the mean for the local staff group was 15.56. The difference between the means was 4.69. The t-value was 1.16, which was not significant at a confidence level of .05. Thus, there is no evidence that one group benefited more from reading the manual.

Considering the fact that both groups have a professional need to be knowledgeable about the contents covered in the manual and did not start from a basis of no knowledge of the process of state plan development, and that the group of state persons, as a whole, improved their scores by approximately 30% and the local level persons, as a whole, by approximately 37%, it seems reasonable to conclude that gains made by the two groups involved in the assessment were meaningful as well as statistically significant.

Appendix A

PROJECT CONSULTANTS, ADVISORY COMMITTEE,
AND
TECHNICAL ADVISORY PANEL

Appendix A

PROJECT CONSULTANTS, ADVISORY COMMITTEE, AND TECHNICAL ADVISORY PANEL

Project Consultants

Name	Organization
Daniel Dunham	Maryland State Department of Education
Leon Sims	Florida State Department of Education
Harold Sullivan	West Virginia State Department of Education
William Woolf	Colorado State Board for Community Colleges and Occupational Education

The consultants assisted project staff in developing a preliminary outline for the content and format of the manual.

Project Advisory Committee

Name	Organization
Clarence Burdette	West Virginia State Department of Education
Paula Carter	Indiana State Department of Education
Zelema Harris	The Metropolitan Community Colleges, Missouri
Marion Holmes	Philadelphia Public School System, Pennsylvania
Charles Hopkins	Oklahoma State Division of Vocational and Technical Education
Billy Howard	Kentucky State Department of Education
Ann Martin	U.S. Office of Education
James Pershing	Indiana University
Robert Pruitt	National Institute of Education
John Standridge	Dade County Schools, Florida
John Struck	Pennsylvania State Department of Education
Walton Webb	U.S. Office of Education

The Project Advisory Committee reviewed the preliminary outline for the content and format of the manual and offered numerous detailed suggestions for developing the manual. This committee also participated in the formative assessment of the manual.

Technical Advisory Panel

Name	Organization
Daniel Dunham	Maryland State Department of Education
Donald Healas	Cleveland Public Schools, Ohio
Charles Hopkins	Oklahoma State Division of Vocational and Technical Education
John Kroll	Wisconsin State Board of Vocational, Technical and Adult Education
Wilma Ludwig	New Mexico State Department of Education
Larry Selland	Idaho State Department of Education
Pamela Serio	BOCES-South Center, New York
William Woolf	Colorado State Board for Community Colleges and Occupational Education

The Technical Advisory Panel reviewed the initial draft of the manual for accuracy, balance, and completeness in terms of the requirements for the content and format of the manual as approved by the sponsor.

Appendix B

ABSTRACT

Appendix B

ABSTRACT

The Abstract is intended to facilitate easy access to the various sections of the manual. By using the Abstract, the reader should be able to determine the content of each section of the manual and turn to the section containing the information needed.

CHAPTER I, THE CONTEXT FOR THE DEVELOPMENT OF THE STATE PLANS FOR VOCATIONAL EDUCATION

THE NEED TO IMPROVE STATE PLANS FOR VOCATIONAL EDUCATION

Criticisms of the planning required by the Vocational Education Act of 1963 has led to the current requirements for five-year and annual plans.

FEDERAL LEGISLATION RESULTING FROM THE PERCEIVED NEED TO IMPROVE STATE PLANS

The Education Amendments of 1976 go beyond previous Federal legislation by mandating the elements to be included in state plans and by establishing two data systems which are applicable to state plan development. The elements include, but are not limited to: program goals and the rationale for them; uses of funds for meeting program needs and the rationale for these uses; and policies and procedures for the distribution of vocational education funds, for coordination with CETA prime sponsors, and for improving access to programs by men and women.

MAXIMIZING THE INVOLVEMENT OF NON-VOCATIONAL EDUCATORS IN DEVELOPING STATE PLANS FOR VOCATIONAL EDUCATION

States are to involve a wide range of agencies and individuals in the development of the vocational education state plans. Table 1 shows roles and responsibilities of the State Board, State Advisory Council, Local Advisory Councils, and the State Plan Group.

The Essential and Required Groups

The state agency, as the sole agency for vocational education, has responsibility for the plan but its formulation is a joint venture of the State Board and up to ten agencies, groups, and councils. This is the State Plan Group.

The "Other" Agencies, Groups, Institutions, Individuals Who May Be Involved

The question of appropriate involvement of various entities must be considered. These include groups which have been typically involved in the past, and some which have not been involved.

Coping with Input to the Plan

Many groups have input to the state plan. The dynamics of group planning, and the need for a common base of information, must be considered when working with the State Plan Group, State Board, state vocational education staff, visitors, and ad hoc interest groups. Planning without formal groups, such as that occurring in informal meetings and conferences, must be considered. Also, provisions for official input opportunities must be made, among them the public hearings mandated for the five-year annual program plan and accountability report. Every effort should be taken for making owners out of inputters, a goal which can be furthered by making the plan format simple and understandable and if a "popular" or "mini" version is available.

CHAPTER II, DEVELOPING THE CONTENT OF STATE PLANS FOR VOCATIONAL EDUCATION

PREPARATORY ACTIVITIES IN DEVELOPING THE CONTENT OF STATE PLANS FOR VOCATIONAL EDUCATION

Legal requirements of the Act, as well as state laws and policies impacting on vocational education, must be understood by those formulating the plan.

Planning for the Distribution of Funds

Section 106 of the Act makes clear that there are three main purposes for expenditure of federal funds: preparing students for work, assisting students to complete programs, and assisting students to make informed occupational choices. Federal funds are available to states for research, exemplary programs, curriculum development, guidance and counseling, inservice and preservice training, and overcoming sex bias. Funds cannot be distributed on a per capita or equal percentage basis. The state must give priority to applicants who are located in economically depressed areas and who propose programs that are new to the area and focus on new and emerging employment needs. Funds cannot be distributed if the effect is to supplant local and state dollars or if local education agencies do not maintain a level of expenditure consistent with historical funding patterns. Section 110 of the Act gives the percent of funds for disadvantaged and handicapped and likewise, each section dealing with distribution of dollar specifies the categories to be considered.

THE PLANNING PROCESS

Planning is the systematic process of organizing and assigning resources and sequencing activities to achieve some desired and possible future(s).

Describing the Context for Developing the Content of the Plan

While not required by the Act, a format for describing the vocational education context might include purposes and benefits for vocational education, unique features, roles and functions of the state division of vocational education, and relationships among the various agencies concerned with vocational education.

Formulating Needs, Goals, and Objectives--Where Are We Going?

Three needs must be addressed: program growth, program quality, and program support. Sources of data typically used to determine <u>program growth needs</u> include employment data, student placement

and follow-up, and student interest data. While there is no consensus on "quality," at least three sources can be used to establish program quality needs. These sources include evaluation reports, federal priorities, and research findings. Program support needs that should be considered include professional development, research, and administration. Broad program goals should be formulated for each of the three needs, accompanied by specific objectives for each goal.

Operationalizing Goals and Objectives--Developing a System for Prioritizing the Allocation of Funds--How Will We Get There?

In making budget allocations, priority decisions may be based on the local application, the best available employment data, follow-up of graduates, student accessibility, coordination with other delivery systems, economic efficiency, and program standards.

A Supporting Section for the Plan

An abstract of the procedures used in developing the plan may give it greater credibility.

USING EMPLOYMENT DATA IN VOCATIONAL EDUCATION PLANNING

The Act emphasizes use of the best available employment data to set measurable outcomes for instructional programs, enrollments, and the mix of instructional programs by level and type of institution. To assist the states, the Act mandated formation of a National Occupational Information Coordinating Committee to improve coordination and communication among agencies using program and employment data, to develop and implement a standardized occupational information system, and to assist State Occupational Information Coordinating Committees. These state-level committees, also mandated by the Act, are to implement information systems to meet the common needs of vocational education and CETA.

Data About Employment Which Are Currently Used in Vocational Education Planning

Problems related to selection of an employment data base include scope (planning area used), projection periods, quality of available data, and data availability. Several kinds of data bases are in use--

gross employment data, new job data, job vacancy data, difference between job vacancies and new workers available, and ratio between job vacancies and new workers available.

Assembling Employment Data

Employment demand (the need for workers) and employment supply (persons available for meeting demand) data must be assembled in order to develop statewide vocational education program goals. State employment security agencies are the best source of information for employment demand data. Obtaining employment supply data is more complicated than obtaining employment demand data. No single agency currently collects or reports out employment supply data. The supply of trained persons entering the labor force can be identified, in part, by contacting other public and proprietary training agencies. Employment supply data also includes persons in the "float" as well as those persons migrating into the state and others seeking new kinds of employment.

Organizing and Analyzing Data

Because employment data are assembled from a variety of sources, these data must be interfaced or grouped into educationally meaningful clusters. This requires that crosswalks be established between U.S.O.E. program codes, D.O.T. codes, and Census codes.

CHAPTER III, PREPARING STATE PLANS FOR VOCATIONAL EDUCATION

STAFF ASSIGNMENTS

Primary Staff Assignments

Appointment of full-time planning and/or MIS personnel is preferred.

Secondary Staff Assignments

Most agency staff will be asked to supply ideas and, in some cases, written sections of the plan.

DESIGNING THE FORMAT OF THE STATE PLAN DOCUMENT

Document Use Decisions

Two basic positions must be declared before the plan can be written, including functional uses of the plan and size of the document.

Preparing the Plan on Time: A Sequence of Activities

No single sequence of events will please all states, but the easiest procedure for establishing a timeline is to start with the final submission deadline and work backwards.

The Final Deadlines

Several factors necessitate draft completion by March 15 in order to submit a final plan by July 1.

Sequence of Events Leading to a Complete year

APPENDIX A: A Summary of the Major Provisions of State Plans

The appendix contains an interpretation of the rules and regulations to be followed in preparing the assurances and program provisions for the Five-Year State Plan, the Annual Program Plan, and the Accountability Report.

Appendix C

PERSONS PARTICIPATING IN MANUAL'S SUMMATIVE ASSESSMENT

Appendix C

PERSONS PARTICIPATING IN MANUAL'S
SUMMATIVE ASSESSMENT

State Level Persons

Name	State
Roderic Dugger	Florida
John Sojat	Florida
James Davis	Florida
Thomas Swift	Florida
Adam Sponaugle	West Virginia
Michael Murphy	West Virginia
Betty Lee	West Virginia
Robert Martin	West Virginia
Edward Morrison	West Virginia

Local Level Persons

Name	City, State
Fred Rickets	Columbus, Ohio
Karl Powell	Milwaukee, Wisconsin
Gordon Ray	Salinas, California
Stanley Cohen	Philadelphia, Pennsylvania
Winnie Dickinson	Lauderhill, Florida
Marvin Rasmussen	Portland, Oregon
Benjamin Whitten	Baltimore, Maryland
Marion Scott	Tucker, Georgia
Vera Hannenberg	Brooklyn, New York

Appendix D

SUMMATIVE ASSESSMENT
PRE- AND POST-TEST, INSTRUCTIONS,
AND ANSWER KEY

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

Enclosed is a copy of the pre-test questionnaire for you to complete as part of the procedure for the assessment of the manual "Developing State Plans for Vocational Education." I would appreciate your completing this questionnaire based only on your present familiarity and knowledge of the Education Amendments of 1976 and the Rules and Regulations pertaining to state plan requirements. Please do not use any references or assistance from others since this would negate the validity of the assessment.

An identification number is typed on the questionnaire in order that a comparison can be made with the post-test instrument. Your pre- and post-test scores will be held in confidence and scores will not be reported out by individual.

In the event you are not able to answer many or most of the items on the questionnaire do not hesitate to return it. In selecting you to participate no assumption has been made that you should be able to answer any prescribed number of items. In short, there are no failing grades!

A copy of the manual and the post-test and instructions will be sent to you next week.

Thanks again for your cooperation.

Sincerely,

Harold Starr
Program Director

HS/mw

Enclosure

25

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

Enclosed is a copy of the post-test questionnaire for you to complete as part of the procedure for the assessment of the manual "Developing State Plans for Vocational Education." A copy of the manual (in draft form) is also enclosed. Please complete the post-test using the manual as the source of your responses. Use the manual even if you feel certain about an item and don't believe you need to refer to it.

I would greatly appreciate your completing the post-test within a week after you receive this letter so that I can complete the analysis of responses and submit the results of the assessment process to the National Institute of Education. A stamped and addressed envelope is provided for the return of the post-test. You need not return the draft of the manual. You will be receiving a complimentary final version of the manual when these are approved for release.

Sincerely,

Harold Starr
Program Director

HS/mw

Enclosures

P.S. If you have not yet returned your signed Agreement for Services, please return it with your post-test. Also enclosed are two copies of the Certification of Services. Please sign both copies and return both of them with your post-test.

26

Please respond by checking as many answers as are correct for each question. The term "Act" refers to the Education Amendments of 1976, Title II, P.L. 94-482.

1. Which of the following factors must be considered by the states in determining the distribution of funds to local education agencies (LEAs)?

- [X] relative financial ability of the LEAs to provide the resources necessary to meet the need for vocational education in the area they service
- [X] relative number or concentration of students whom they serve where vocational education imposes higher than average costs
- [ ] relative financial ability of the LEAs to provide the resources necessary to initiate or maintain vocational education programs
- [ ] relative number or concentration of low income families or individuals within such agencies
- [ ] relative cost for local supervision of vocational education programs
- [ ] none of these

2. Which of the following restrictions apply to the distribution of funds under the Act?

- [X] funds under the Act cannot be distributed if the net effect will be to supplant local and/or state dollars
- [X] funds under the Act cannot be distributed if eligible recipients do not maintain a level of expenditures consistent with historical funding patterns
- [ ] funds under the Act cannot be distributed if recipients are unable to match state funds
- [X] funds under the Act cannot be distributed on a per capita or equal percentage basis
- [ ] funds under the Act cannot be distributed for support of vocational education programs which have traditionally been male-oriented
- [ ] funds under the Act cannot be used for vocational education programs which duplicate efforts of CETA prime sponsors
- [ ] none of these

3. Section 106 of the Act makes clear that the expenditure of federal funds for vocational education is restricted to three main purposes. These three purposes are:

- [ ] improving employment information
- [ ] administering and supervising activities under the plan
- [X] assisting students to successfully complete programs
- [X] assisting students to make informed and meaningful occupational choices
- [X] preparing students for work
- [ ] reducing sex discrimination
- [ ] implementing energy education
- [ ] none of these

4. Check one or more of the groups that are responsible for each of the following activities.

Activities	Groups			
	State Board (or its designee)	State Advisory Council	State Plan Group	Not Sure or None of These
develops (or delegates the development of) plans to evaluate the effectiveness of each program under the Act	[X]	[ ]	[ ]	[ ]
reviews the analyses of the distribution of federal funds under the Act as set forth in the annual program plan and accountability report	[ ]	[X]	[ ]	[ ]
assists the state board in developing plans for state board evaluations of programs under the Act and monitors these evaluations	[ ]	[X]	[ ]	[ ]

Activities	Groups			
	State Board (or its designee)	State Advisory Council	State Plan Group	Not Sure or None of These
coordinates the development of policy with respect to programs under the Act	X			
advises eligible recipients about: a) current job needs b) relevance of programs being offered by the local educational agency or post-secondary educational agency in meeting current job needs				X
reviews the state board's program evaluation results		X		
recommends the adoption of the final version of the state plan			X	
advises the state board on policy matters arising out of the administration of state plans		X		
consults with the state advisory council on vocational education and with the state planning "council" or "group"	X			
participates in the development of, and reviews drafts of, five-year state plans, annual program plans, and accountability reports			X	
consults with eligible recipients in the development of the local application				X

Activities	Groups			
	State Board (or its designee)	State Advisory Council	State Plan Group	Not Sure or None of These
recommends changes in vocational education programs, services, and activities based on the results of its overall evaluation	☐	☒	☐	☐
cooperates with the National Center for Educational Statistics by submitting information required for a national vocational education data reporting and accounting system	☒	☐	☐	☐
coordinates the development of the five-year plan, and the accountability report and submits these to the Commissioner of Education	☒	☐	☐	☐
identifies vocational education and training and employment needs of the state and assesses the extent to which programs under the Act and related Acts represent a consistent, integrated, and coordinated approach to meeting these needs	☐	☒	☐	☐

5. A local application for funds under the Act must contain which of the following items?

☒ a certification that the local application was developed in consultation with representatives of education and training resources in the area served by the applicant

☒ a description of how evaluations of existing vocational education programs were used to develop the programs proposed in the application

☐ a description of how equal access to programs by men and women will be achieved

- [ ] a certification of non-duplication of program offerings by the applicant and CETA programs conducted in the area by a prime sponsor
- [X] a description of the needs of potential students in the area served by the applicant
- [X] a description of how proposed vocational education programs will meet the described needs
- [ ] a description of employment opportunities available to program completers
- [ ] none of these

6. Funds under Section 120 of the Act must be used for which purpose(s)?

- [X] support of full-time personnel to eliminate sex discrimination and sex stereotyping
- [ ] energy education programs
- [ ] placement services for students who have successfully completed vocational education programs
- [X] vocational education programs for "displaced homemakers" and "other specially designated groups"
- [ ] provision of stipends for students in acute economic need
- [ ] day care services for children of students
- [ ] none of these

7. Check one or more of the documents which contain each of the following kinds of information.

Information	Documents			
	Five-year State Plan	Annual Program Plan	Accountability Report	Not Sure or None of These
the proposed distribution of funds among eligible recipients	☐	X	☐	☐
an assessment of employment needs within the state or pertinent region of the country	X	☐	☐	☐
the extent to which the state complied with proposed uses of federal, state, and local funds in the annual program plan	☐	☐	X	☐
a description of how the uses of funds are in compliance with mandated fiscal requirements in the Act and Section 104.301 of the Rules and Regulations with regard to minimum percentages, matching, and maintenance of effort requirements	☐	X	☐	☐
the practices that will be followed for coordinating vocational education programs and manpower training programs	X	☐	☐	☐
the planned uses of funds for "displaced homemakers" and "other special groups" as defined in Section 104.621 of the Rules and Regulations	X	X	☐	☐
the planned uses of federal, state, and local funds for vocational education for each year of the plan	X	☐	☐	☐

Information	Documents			
	Five-Year State Plan	Annual Program Plan	Accountability Report	Not Sure or None of These
a description of how the evaluation information was used to improve the state's programs of vocational education	☐	☐	X	☐
procedures for carrying out certain assurances of the general application that states must submit to qualify for federal funds under the Act	X	☐	☐	☐
a summary of the evaluation of programs	☐	☐	X	☐
the results of establishing local vocational education advisory councils	☐	X	☐	☐
the results achieved by the uses of these funds	☐	☐	X	☐
the results of policies and practices to eradicate sex discrimination	☐	X	☐	☐
the anticipated results of coordination of vocational education programs and manpower training programs	☐	X	☐	☐
the major goals for the statewide vocational education system to meet employment needs	X	☐	☐	☐
a description of the policies and procedures that will be followed to assure equal access to vocational education programs by both men and women	X	☐	☐	☐

Information	Documents			
	Five-Year State Plan	Annual Program Plan	Accountability Report	Not Sure or None of These
the extent to which the state, during the second preceding fiscal year, achieved the goals of the approved five-year state plan	☐	☐	☒	☐
a description of the distribution of funds among local educational agencies and other eligible recipients	☐	☐	☒	☐

8. The best available data about employment for use in developing state plans can be secured at this time from which of the following?

- ☐ National Occupational Information Coordinating Committee
- ☐ State Occupational Information Coordinating Committee
- ☒ state employment security agencies
- ☐ area skill surveys conducted by local education agencies
- ☐ Manpower Services Councils

9. Which of the following are charged under the Act with the responsibility of implementing an occupational information system to meet the common needs for planning and operations of vocational education programs and programs under the Comprehensive Employment and Training Act?

- ☐ Manpower Services Councils
- ☒ State Occupational Information Coordinating Councils

- [ ] state divisions of vocational education
- [ ] state employment security agencies
- [ ] none of these

10. Employment data are needed for which of the following state plan activities:

- [ ] developing a formula for the distribution of funds to eligible recipients
- [X] setting instructional program goals
- [ ] determining program improvement needs
- [ ] completion of local application for funds under the Act
- [ ] none of these

11. Which kind(s) of employment data <u>are mandated under the Act</u> to be used in developing state plans?

- [ ] gross employment data
- [ ] supply/demand data
- [ ] new vacancies data
- [ ] replacements data
- [X] none of these are mandated

12. Under the Act, state planning <u>must</u> use employment data generated from which of the following?

- [ ] standard metropolitan statistical areas
- [ ] labor market areas as defined by the Bureau of Labor Statistics

[ ] local education agencies

[ ] regional planning areas

[ ] rural areas with at least one population center

[X] none of these are mandated under the Act

13. The Act requires that state generated employment data have priority over locally generated employment data in the program approval process.

[ ] True [X] False [ ] Only in states not using the Occupational Employment Survey (OES) System

14. Three kinds of activities usually preceed the preparation of the five-year state plan for vocational education. Check the three activities below. [State group only]

[X] requirements of eligibility for receipt of federal vocational education funds must be determined

[ ] approval to proceed must be given by the "State Plan Group"

[ ] approval to proceed must be given by the State Advisory Council for Vocational Education

[X] a distribution formula for approval of applications from eligible recipients must be developed

[X] the gross dollars available for distribution under Sections 120, 134, 140 and 150 of the Act must be determined

[ ] the draft document must be submitted to the office of the attorney general for permission to proceed

15. Federal funds under the Act are available to the states for which of the following?

- [X] grants to overcome sex bias
- [X] exemplary programs
- [ ] local advisory council expenses
- [X] training of educational personnel
- [ ] payments to state employment service agencies to produce state industry-occupational matrix data about employment opportunities

16. The five-year state plan must set out a rationale for which one(s) of the following?

- [X] uses of funds for basic grant programs
- [X] uses of funds for disadvantaged and consumer and homemaking education
- [X] uses of funds to meet identified employment needs
- [ ] determining excess costs of vocational education for handicapped and disadvantaged students
- [ ] selecting employment data for inclusion in the plan
- [ ] selecting the program quality needs which are to be addressed by the vocational education system

17. List five (5) groups, agencies, or councils, in addition to those named in the Act, which can potentially provide valuable input into the state plan process:

1. _____
2. _____
3. _____
4. _____
5. _____

18. One major purpose of the Act is to assist states in improving the use of all resources available to them for vocational education and manpower training by:

- [ ] establishing the National Occupational Information Coordinating Committee and the Vocational Education Data System
- [ ] mandating evaluations of vocational education by the state board and other groups (e.g., state advisory councils for vocational education, USOE)
- [X] mandating the involvement of a wide range of agencies and individuals concerned with education and training within the state in the development of vocational education plans
- [ ] authorizing the assessment of management procedures used by state divisions of vocational education
- [ ] none of these

19. Which of the following elements are <u>required</u> by the Act to be included in the five-year state plan for vocational education?

- [ ] the purposes of the state's vocational education system
- [ ] the roles and functions of the state board and state division of vocational education
- [ ] the formal and informal relationships of the state board and state division of vocational education to other vocational education and training agencies
- [ ] the table of organization of the state division of vocational education
- [X] none of these

20. In selecting an appropriate employment data base for planning a state must consider which of the following factors?

- [X] the types of geographical breakdowns provided (state, regional, local)
- [X] the time frames covered by employment projections
- [ ] the acceptability of the selected data base to the State Occupational Information Coordinating Committee
- [ ] the compatibility between USOE instructional codes, census codes, and Dictionary of Occupational Titles Codes
- [ ] none of these

21. The effective use of employment data for vocational education planning requires the availability of which of the following?

- [ ] linear programming or the regression analysis procedures
- [ ] a system for disaggregating National/State/Industry-Occupational Matrix data to the county or school district level
- [X] educational and demographic data systems for projecting future enrollments and completions by instructional programs
- [ ] none of these

22. Which of the following apply to the Occupational Employment System Survey methodology?

- [ ] should produce more accurate employment projections than the National/State/Industry-Occupational Matrix System
- [ ] is the employment data base preferred by the National Occupational Information Coordinating Committee
- [X] provides estimates of current total employment in the industries sampled
- [ ] is census based
- [ ] provides the best available information for assessing employment supply
- [ ] none of these

23. The functional use(s) of the five-year state plan by the states might include which of the following? [State group only]

- [X] serving only as a compliance document with no functional value for everyday operations
- [X] serving as an overall guide to agency operations while complying with the law
- [ ] serving as a basis for approval of local applications
- [ ] serving as a basis for defining goals and program priorities
- [ ] none of these